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ABSTRACT

In 1992, the Board of Governors of the California Community Colleges (CCC) adopted the Student Equity Policy requiring all districts in the community college system to develop a Student Equity Plan (SEP) to ensure that the composition of students who enroll, are retained, transfer, or achieve their occupational goals in the CCC reflects the diversity of the population of colleges' service areas. Providing guidelines for the development of a SEP, the six sections of this report include the following: (1) an outline of a process for plan development, providing information on the goals of the policy, administrators' role in SEP development and implementation, implementation deadlines, answers to anticipated problem areas, and suggested first steps; (2) a review of data collection needs and recommended indicators for evaluating student equity; (3) a discussion of the impact of campus climate on student persistence and success; (4) an examination of student equity efforts and institutional finances, reviewing the use of supplemental monies, freeing resources from existing funds, and the effect of modifying or linking other college programs; (5) a review of specific institutional efforts (i.e., assessment, institutional commitment, and support for non-native English speakers) and faculty efforts (i.e., learning styles inventories, classroom assessment, and academic mentoring) which can positively affect student success; and (6) a discussion of faculty rewards for integrating cultural diversity into the curriculum. An annotated resource guide and a copy of the legislation are included. (PAA)

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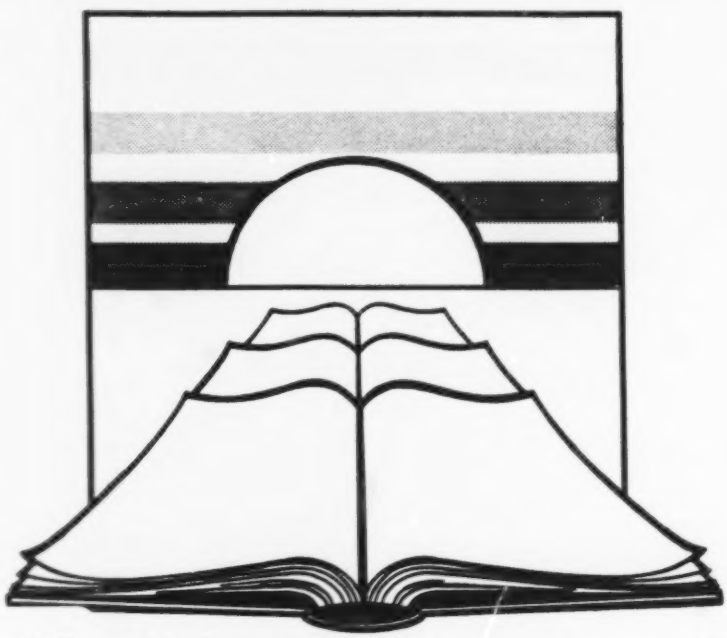
Adopted, April 1993

STUDENT EQUITY:

Guidelines for Developing a Plan



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GUIDELINES FOR DEVELOPING A STUDENT EQUITY PLAN

INTRODUCTION

The Student Equity Policy was adopted by the Board of Governors in September 1992. It requires districts in the community college system to develop a Student Equity Plan. The plan should include details of campus-based research or needs assessment, goal identification, and specification of implementation activities, resource support, and evaluation. The intent is to reach student equity: that is, that the composition of students who enroll, are retained, transfer, or achieve their occupational goals mirrors the diversity of the population of the college's service area.

District governing boards are required to consult collegially with their local academic senate in developing and implementing student equity plans. The Academic Senate for California Community Colleges has taken a leadership role in pursuing the adoption and implementation of the student equity regulations. A unanimous vote from the floor of the session and on the executive board led to the development of a committee charged with developing this paper. It is intended to serve as a guideline for developing a student equity plan. Designed to serve as a reference, the reader is invited to take any, none, or all of the suggestions offered.

Section one outlines a suggested process for the plan development. It contains the "Who, What, When, and Why...." of plan development activities.

Section two offers a consideration of the research necessary for evaluation of local district efforts. Much of the data needed for student equity plan development may already be collected for some other state or federal report. In fact, there was a conscious effort to align the recommended indicators with the indicators in the accountability process.

Section three addresses the effect of the campus climate on student persistence and success.

Section four includes a discussion on funding implications.

Section five contains a discussion of various efforts on the part of the faculty and the institution which may have an effect on student success.

Section six contains a discussion on "Faculty Rewards" for participating in activities that foster student equity as it is indicated in the regulation language.

The appendix contains a letter sent to the field from the Chancellor that contains a schedule of activities and deadlines pertinent to the process of developing a student equity plan.

Section One:

THE PROCESS OF DEVELOPING STUDENT EQUITY PLANS

THE BASICS

What Make "Increasing access and success especially for historically underrepresented groups" one of the two or three goals for the institution. Use this student equity goal to evaluate all aspects of the institution from the classroom to the boardroom. It is unlikely that any institution can make significant progress on more than two or, at the very most, three goals at a time. Then, as part of achieving that goal, develop a meaningful, effective student equity plan to increase the access, retention, completion, and transfer rates of all groups, especially those who have been underrepresented in the past.

Why There is now a mandate in Title 5 to do a student equity plan. However, the more urgent reason is that the state's economic and social future depends on integrating all ethnic groups into the economic mainstream. The community colleges have an important part to play in that task, because most of the students from historically underrepresented groups who are in college in the state are at community colleges. If a district serves 50% Anglo-Saxon students, yet 80 or 90% of the students who attain their educational goals are Anglo-Saxon, then districts have much work to do.

Who The overall planning should be done at the highest governance levels to ensure the maximum support of all groups and the most effective implementation. However, the key to success, especially since money is tight and likely to get tighter, is for everyone to become part of the effort by revamping curriculum, mentoring students, making forms and processes as user-friendly as they can be, and by making everything we do focused on promoting student achievement and student success. Faculty need to rethink everything we do to see how we can be more effective. Administrators, including those who run categorical programs, have to share their knowledge and power. Only then will we have the best possible coordination among activities and the widest involvement of everyone on campus in fostering student achievement and success.

When Although the first plan must be completed by December, 1993, the processes should be designed for ongoing coordination, evaluation and necessary revision including: coordination of existing programs as well as establishing clear goals and involving everyone in working towards those goals, getting regular research and evaluation on what is working and what isn't and making student equity and student success an explicit part of the priorities for every committee and every program.

Myth Some fear that increasing student success will entail weakening academic standards, but increasing student success by giving away grades would not help anyone. We can have both standards and diversity as long as we do not expect the students to do all the changing. The task is to find ever better ways to help students succeed in getting a genuine, challenging college education.

ANTICIPATING THE RESERVATIONS

If all that is required of local districts by the new Title 5 regulations is a plan, will that help much?

Of course, plans can be done badly. That is why a variety of proposals are included to encourage districts to do good plans. But the main point is that a plan done well gives local districts a chance to coordinate existing efforts, identify main problems, set goals and make plans, and, perhaps most important of all, give all these steps such high visibility that the entire faculty and staff can be mobilized and focused on the achievement of these goals.

Won't districts just do the minimum required in order to comply?

Perhaps some will do only the minimum. However there are many reasons why that is unlikely. Certainly, the most optimistic reason is that by now so many people recognize the vital and urgent nature of the problem that local leadership in most districts, whether from the faculty, the administration, or the trustees, is likely to push for the best the district can do. In addition, the Board's policy seeks to motivate the pride of local district leadership by requiring that the executive summaries of the plans be published and made available to all districts. Thirdly, the Board's plan seeks to establish the principle and a process for working out the details of putting some further recognition and financial rewards behind successful implementation. Just as producing ADA has been the most visible goal of the colleges over the last decade or so, student success and especially the success of the students from underrepresented groups should become the standard way districts and CEOs measure and advertise their achievements during the next decade. The Chancellor is requiring annual reports, beginning in July 1994, providing data on changes in access and success rates and changes in local plans. Districts are unlikely to be comfortable reporting no change and no plans.

Most districts are already doing many things for these students through EOPS, DSPS, matriculation, TAP, and many other programs. Why should they do more?

The existing programs tend to be isolated activities with little active involvement from the campus as a whole. These programs need to be coordinated to see what is currently being overlooked. At many colleges, the students these programs are designed to serve comprise so large a portion of the student body that these should no longer be seen as special programs but just the way we do our business. Those existing activities need to be supported by the whole faculty and staff. In addition, mentoring and other ways to give students more personal support have been shown to be marvelously effective. More and more faculty as well as administrators and community people must become involved in these programs. The research shows that the single most effective way to help foster student retention is to employ the student on the campus. A thorough consideration of how the maximum possible number of students could be hired should be undertaken including a review of the district budget as well as a determination of what work could be done efficiently by students. A comprehensive review of the campus climate, of all the ways students are made to feel welcome and valued or unwelcome must be undertaken, and the results of that study are likely to lead to institutional changes as well as staff development activities. These changes will benefit all our students, especially since almost all of them either come from historically underrepresented groups, have disabilities, are the first in their families to attend college, lack

essential skills, or simply have few economic resources. Almost all of them have needs that make them very different from those colleges were traditionally intended to serve. Therefore, even the college that has many special programs can do much more. If those activities are going on without any clear, focused goal, they are far less likely to be effective than if the campus community has accepted a certain goal as a measure of success. A good, comprehensive plan can increase the involvement of the whole faculty and staff, and can bring the real satisfaction and excitement that comes by attaining a meaningful goal. A good planning process can at very little dollar cost develop considerable new energy.

But wait, colleges are not the problem. Many students have economic problems, health problems, family problems, drug and alcohol problems, and more. The college not only did not cause these, it does not have the means to solve them. Even the federal government cannot solve these problems.

The claim here is not that the colleges can solve any of these problems, much less all of them. The claim is, however, that if we mobilize our best abilities and focus on the things we can do, then we can make a difference. The evidence is clear in the wonderful results that come out of mentoring, tutoring, and other programs wherever they are tried. Every way we find to connect the student with the college helps, whether through jobs on campus, student organizations advising, or mentoring. We can make an enormous difference. We want to make an enormous difference. All that is needed is something that will cause us make student success our highest priority. Development of a student equity plan can cause us to focus on this goal and organize around it. A plan can help us build interest and motivation, recognition and reward around this goal. We can make a difference if only we recognize how important our role is and how late it is getting.

SOME FIRST STEPS

Start working on it now. A progress report to the Chancellor is due by July, 1993, and the plan must be completed by December, 1993 (Refer to Appendix for full schedule). To do the plan thoroughly, thoughtfully, and creatively will mean taking all the time available.

Handle it at the highest governance levels. If the plan is developed by an *ad hoc* committee of the most interested staff, there will be great difficulty getting the plan implemented. The most influential people will really support the plan wholeheartedly only if they are involved from the beginning. If there are not enough ethnic minority advocates on the principal committees, then augment the membership of those committees. Additionally, it is very important that the plan is developed by all groups, including white males, so that all groups support and accept responsibility for its success.

The point is not dreams of the ideal but making a difference right now. The funding climate may preclude ambitious new programs. However, there are already substantial categorical monies in EOPS and elsewhere that could be coordinated more effectively with all parts of the campus. Faculty could mentor students, revise curriculum, and develop new teaching strategies . Efforts to employ students on campus can be made. There are many ways to make a difference. There are fewer than 100 African-American males who transfer to UC each year, less than 1 per college. It should not be all that hard to double and triple numbers like these without requiring millions of new dollars.

The Plan

Research: How are you doing? Find out about current rates of enrollment, transfer, and completion, but also ask where are the barriers? What hunches do people have about what policies or procedures of the institution are unnecessarily holding students back? Those hunches can be checked through research. The point is not to undertake some major research function in order to publish a study of the problem. The point is only to try through meetings, a survey of campus climate, and a review of existing data to see what is going wrong. The attempt is to see whether there are things about the way the college is organized that are unintentionally serving as obstacles to student success or whether the students need additional support in the form of employment, mentoring, tutoring, group learning environments, or different configurations of the curriculum. It will not be easy to know for sure, but if we experiment in the way that the data and the college staff's judgment suggests and, then, compare the results in our district with what was tried and what happened in other districts, we are likely to make considerable progress. (See also Section Two.)

Goals, not fantasies. Raise these student equity goals to the visibility and importance of balancing the budget and of increasing ADA and productivity. Set the goals at a level that not only constitute significant progress but are also realistic and attainable. Involve faculty and staff in achieving this goal. Regularly publish updates on how the college is doing. Make regular reports to the governing board and to the newspapers. Plan the victory celebration.

Implementation: Not just a good plan, but good ideas effectively carried out. If the research is done well, it will identify what problems the students are encountering and where the changes need to be made. Guessing what will work is far less promising than knowing exactly

where the problems are and tailoring solutions to those identified problems.

Sources of Funds: Not pie in the sky, not window dressing, but a plan. A plan means little if no one knows where the needed funds will come from. As mentioned above, it may be best to hold costs down anyway, but whatever immediate steps are promised in the plan must be based on committed funds. Since student equity is or should be a part of the college's philosophy and mission, literally all the institution's resources should be expended in the ways that maximize student success. However, plans that could not be implemented without vast new monies from somewhere will not change anything in the short run. (See also Section Four.)

Schedule: The schedule should be very specific about who is doing what and when they should be doing it. The schedule should also include how often the plan itself will be evaluated.

Student success rates are our profits. Private industry knows what its goal is: increasing profits. Therefore, business people find meetings of public groups frustrating because we do not usually all agree on what the goal is. We have used ADA as a goal but that was always a distortion, a confusing of means with ends. However, the focus on student equity and student success can give us the same common ground. Surely we all share the goal of increasing student equity and student success.

Faculty are the key to success. Administrators can help us do it, but most of what needs to be done is in the interactions between faculty and students, both the formal interactions in class, counseling sessions and the library, as well as informal interactions in office hours and mentoring. (See also Section Five.)

Success matters. It matters to our future and to our students. In addition, plans will be distributed all over the state and, hopefully, college and district administration will be praised for good plans and embarrassed by bad ones. There will also be continuing review of results by the Board of Governors. The Board is committed to further mandates and other consequences as needed to achieve these crucial goals. California will not be a pleasant place to live for any of us if a permanent underclass largely composed of those from ethnic minorities has little stake in society and little hope for the future. We can now easily see how economically weak and socially explosive such a society would be. If community colleges work successfully in the effort to increase rates of student success, the State just might have a better future. If we fail, it is hard to imagine who else can make up for our failure.

Section Two:
RESEARCH

DATA COLLECTION

The indicators recommended in the Student Equity regulations parallel directly with the required data for the accountability report. Consequently, no new research is indicated. Listed below are the recommended indicators and suggestions of where the data may already exist in other required reports or processes.

Access... Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

Accountability
Human resource accounting
Matriculation

Course completion... The ratio of the number of courses that students actually completed by the end of the term to the number of courses in which students are enrolled on the census day of the term.

Accountability

Degree and certificate completion... The ratio of the number of students who receive a degree or certificate to the number of students with the same informed matriculation goal.

Accountability

ESL and basic skills completion... The ratio of the number of students who complete a degree-applicable course after having completed the final ESL or basic skills course.

Accountability
Matriculation

Transfer rate... The ratio of the number of new students who earn six or more transferable units during their first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years.

Accountability

It is important that the data collection not be viewed as mere technical compliance. All data must show complete demographics, especially for historically underrepresented groups and ethnic minorities. The data collection component of any Student Equity plan must be on going in order to evaluate and update the program. Determining what works versus what doesn't work is crucial to the quality of any program. Self-evaluation maximizes flexibility. All data should be shared with all areas of the campus and the community. Re-examine those areas that did not accomplish their goals. Often, good ideas decay because of incorrect implementation.

Section Three:
CAMPUS CLIMATE

Communities, educational or otherwise, which care for and reach out to [their] members and which are committed to their welfare, are also those which keep and nourish [their] members. Their commitment to students generates a commitment on the part of students to the institution. That commitment is the basis of student persistence. (Vincent Tinto, 1988)

Research has shown that the most important factor for student persistence and success is a campus that is receptive and supportive. Therefore, a vital part of the research is to review the campus climate.

How does one define "campus climate"? The term is difficult to define although one is acutely aware of it. Terms such as friendly, impersonal, warm, hostile, welcoming, professional, etc., are used when one encounters the campus community - faculty, staff, students and administrators. The majority of reports suggest that California Community Colleges have had limited success in the retention and education goal achievement of non-traditional and under-represented students. The campus climate must be assessed through the eyes of those students. The survey should be done in a in a manner that reveals the students' perception of the campus and specific programs and services.

Climate, by definition, is inclusive. The campus climate is likewise inclusive of the entire college - all programs, departments, services and staff. In order for an institution to be welcoming and supportive of students a receptive campus climate can not be relegated to a specific program to meet the needs of a specific population.

While local districts will have to look at local variables for accessing campus climate, the assessment tool will minimally include a survey of the perceptions of attitude by faculty and staff toward the students. Physical and environmental factors may also be assessed to determine if any groups of students are inadvertently affected.

In his book, *Improving State and Campus Environments for Quality and Diversity: A Self-Assessment*, which addresses the improvement of participation, retention and graduation of a diverse student population, Richard C. Richardson, Jr. states that "if campus climate and learning environment remain unchanged, a more diverse student population will experience higher levels of attrition than more traditional counterparts."

Researchers at Mount St. Mary's Doheny Campus discovered that "changing long-established ways of doing things," such as teaching methodology and the role of academic advising, "is essential to the success of under-prepared students." Tinto, Richardson and Mount St. Mary's all concur that the commitment of the leadership of the institution is essential and "a prerequisite to campus change."

Another source which is highly recommended is James B. Boyer's *Multi-Cultural Inventory for Enhancing College - University Curriculum.* Boyer's inventory is designed to discover whether the college creates a welcoming environment for a diverse population. The Boyer inventory will enable a college to determine if it encourages esteem and gives knowledge, examples and information relevant to diverse and non-traditional student populations in order to promote their learning experience.

To focus attention on the importance of assessing campus climate and to create campus-wide confidence in its results, institutions should recognize the sensibilities that the assessment process will engender. From that realization, institutions should develop a process based upon the answers to the following questions and others that will subsequently emerge.

The questions presented here have been gathered mainly from the California Post secondary Education Commission's *Resource Guide for Assessing Campus Climate* and Richard Richardson's *Improving State and Campus Environments for Quality and Diversity: A Self-Assessment.*

Under whose auspices should the assessment be conducted?

What constituencies should be involved in designing the assessment system - -students, faculty, administrators, staff, and alumni? What form should their involvement take?

Who should select the individuals to design the assessment system?

Who should be selected to coordinate, or direct, the assessment?

What will be the institutional resources and budget available for this assessment?

What is the timeline for the assessment?

What aspects of the campus climate should be assessed?

Will there be a guarantee of confidentiality to the participants and, if so, how will it be assured?

How and to whom should the results be communicated?

Whose responsibility will it be to respond to the results?

What mechanisms will be established to monitor any interventions that are initiated in order to modify the campus climate, if such changes are determined to be necessary?

Section Four

Student Equity and Institutional Finances

Essential to the delivery of community college educational services is the funding that supports those activities. The infusion of formal student equity goals into the mission of community colleges may affect funding. The purpose of this section is to discuss some of the implications and options associated with the implementation of the student equity policy. This section broadly sketches the range of possibilities available. Ideally, local community college governance processes will select and refine those applications which best support the solution appropriate to the circumstances of the local community college.

As demonstrated by other sections of this paper on student equity guidelines, because student equity is an institution-wide mode of operation, its funding is implicit in the use of all institutional funds: the general fund, categorical funds, and other funds.
While it may appear initially that supporting a student equity policy may incur additional costs, a closer examination reveals that savings will also occur. When students enter, fail, and leave the community college, a revolving door is created. This "revolving door" in student enrollment is an expensive situation for community colleges because many of the costs in student enrollment occur when the student enters. The cost of matriculating students, establishing and maintaining records, and orienting students spirals with the "revolving door." Therefore, greater student persistence can actually reduce cost.

Failure to retain students and move them effectively through their courses of study also incurs costs. Students who drop classes or repeat sections lower the efficiency of community colleges by consuming available enrollment slots and student support services without making progress toward their educational goals. These effects are multiplied when students move to different community colleges, and repeat their mistakes. Therefore, improving the rate of student success may save considerable dollars.

Although the costs are difficult to quantify, when students are unsuccessful with their educational goals, societal costs are also incurred. One can argue that tax revenues decline and unproductive public spending rises with marginalized, unproductive citizens. Social unrest and an erosion of community life affects yet another generation. Student equity holds the promise of addressing the cause of these social ills and supporting a better society. In addition to this progressive, long-range mission, another more pragmatic purpose is immediate. Student equity should encourage continuing, broadly based public support for community colleges. Successful implementation of student equity has the potential of transforming individuals from being dependent upon public funds to being contributors to public funds. The imperative of student equity is clear.

When student equity becomes the norm for higher education, one more savings would ensue. In lieu of abstract lessons in the classroom on ethnic and multi-cultural dynamics, the classroom itself becomes an implicit lesson, one that will strengthen California's role in an increasingly interconnected international community.

FUNDING, EFFICIENCIES, and AMPLIFIERS

At the risk of over-simplifying a complex dynamic, three basic approaches can be used in addressing the issue of financing a college's student equity policy. For the sake of convenience, these concepts can be labeled as 1) funding, 2) efficiencies, and 3) amplifiers. A definition of these discreet approaches is provided:

Funding: supplemental moneys from sources either inside the community college system or external to the community system

Example: College uses a Fund for Instructional Improvement grant to incorporate a multicultural component into a curriculum

Efficiencies: resources freed from existing funds by raising productivity through innovation or streamlining.

Example: College consolidates a function through better coordination; resulting thrift enables an augmentation elsewhere.

Amplifiers: a student equity impact generated by modifying or linking other college programs or functions.

Example: College encourages private businesses receiving economic development assistance to host a career information field trip for students.

These concepts are explored further in the following sections.

FUNDING

The funding of student equity functions obviously has two major facets: funds from within the community college system and funds that are external to the system. Additionally, funds are needed for two major activities: funding extraordinary conversion activities during the transition to a student equity centered operation (e.g., curriculum re-design) and funding to sustain student equity functions.

Because of the scope of alternatives available in external funding sources, that item will not be discussed in depth. (For more information, review registries of foundations and sources of grants.)

As previously stated, because an institution-wide response to student equity is appropriate, all institutional funds can be viewed as resources for student equity. However, specific community college system funds applicable to student equity efforts may also be identified.

For the transition to student equity activities, the following funds appear appropriate:

Faculty and Staff Development allocations
Fund for instructional improvement
Underrepresented Students Special Projects Fund

These funds are available to explore innovative ways to maximize student equity efforts.

Possible funds for sustaining student equity efforts fall into the major areas of student services, vocational education, and educational standards and evaluation.

Several programs in the student services areas already are closely related to student equity. Those programs include:

Equal Opportunity Programs and Services
Cooperative Agencies Resource Education
Disabled Students Programs and Services
Greater Avenues for Independence
Matriculation
Financial Aid

For vocational education and employment training, the Vocational and Technical Education Act and the Job Training Partnership Act both include major provisions for and support of underrepresented and economically challenged students.

Within the Chancellor's Office Educational Standards and Evaluation program area, several ongoing programs working towards student equity goals are available:

California Academic Partnership Program
MESA/MEP - Mathematics, Engineering and Science achievement/ Minority Engineering Program

Local student equity planners are encouraged to devise new ways to better coordinate these programs to support student equity efforts.

EFFICIENCIES

Instructional Efficiencies

In the provision of instruction, opportunities may exist to become more efficient. There may be ways to save money by using new, more effective teaching strategies or technology. Improved advising and counseling may help students make better decisions on course selection. Effective implementation of probation and dismissal policies may also permit more effective use of the colleges limited resources.

Additionally, the scheduling of course sections may yield efficiencies. Within the context of the mission of community colleges and the goal of student equity, a review of the mix of course sections and which areas receive emphasis can be valuable. Such review may point out that course schedule decisions made on one set of priorities (e.g., promoting community access for institutional growth) may not best serve emerging priorities (e.g., enrollment management and student equity in an era of institutional growth over cap.)

Student Service / Instructional Support Efficiencies

In student equity planning, efficient delivery of student services may be identified by reviewing the existing services to identify any duplicated service, and then analyzing ways to reduce redundancies to liberate funding for augmentation of services. Should programmatic constraints prevent functional consolidation, planners for student equity should contact appropriate program staff in the Chancellor's Office for guidance.

Institutional Efficiencies

Opportunities also may exist for community colleges as an institution to employ efficiencies to yield additional resources for student equity. Consortia offer the opportunity for community colleges to increase activities in support of student equity in a variety of ways. Colleges are encouraged to explore this option while working on student equity plans.

An additional avenue for increasing institutional efficiency may include utilizing new management techniques from private industry. The trends of empowering workers to seek savings, reducing management expenses through innovative administrative configurations, and focusing on market demand and requirements all can be marshaled toward student equity efforts.

AMPLIFICATION

In planning student equity efforts, one may use the premise that existing community college services and functions should be used by modifying those activities to increase their impact on student equity. Ideally, all disparate pieces of the institution should be analyzed to determine how a gain in student equity can be realized. The following examples are provided to illustrate the types of possibilities that exist,.

Use of Facilities / Facility Development

- Does the clustering of classrooms by academic area discourage some student equity target groups? (e.g., all vocational education auto body courses are held in a remote facility that isolates women students from their peers and student services)

- Does the physical plant of the community college have a bearing on student equity?
- Is the physical environment and logistical arrangements for enrollment and study "user-friendly" and supportive of student equity access, retention and success?

Mentoring / Peer-matching "Buddy" systems

-How can student equity target groups be more effectively integrated into the institution through the power of interpersonal relationships? Because community colleges are comprehensive organizations, with individuals employed in a variety of occupational areas (accountants, managers, computer programmers, etc.), student equity planners could devise programs that can expose student equity target groups to appropriate campus resources, reinforcing theoretical classroom learning with applied learning. (See Section Five.)

Allocation and expenditures

- At the local level, how can faculty and staff be rewarded for their contributions to student equity? (See Section Six.)

Advisory committees

- How can the promotion of student equity success be incorporated into the mandates of advisory committees?

Personnel assignments
- Can a position in the community college organization be redefined to be "Student Equity Ombudsperson" with the responsibility, and authority, to intervene in all aspects of institutional operations to promote student equity success?

Community based activities / community outreach
- How can the community college's relationship with the external community be shaped to achieve an outcome needed for student equity success?

Curriculum
- Is any aspect of the curriculum inconsistent with the promotion of student equity success?

Economic development
- Are there opportunities to link economic development with student equity needs?

The Hidden Curriculum Exposed
- How can community colleges model and transmit important life skills? Community colleges teach much more than explicit course content. The successful student learns many skills important for adult, employed life - -the self-discipline required for success, the "culture and climate" of the chosen career area, how to deal with bureaucracies, how to fill out forms, etc. How can community colleges promote and re-inforce a student's self-esteem and conflict-resolution skills?

Human resources development
- How can faculty and staff development foster student equity?

RESOURCE SUGGESTIONS

FREE FUNDING INFORMATION CENTERS

The Foundation Center is a national service organization founded and supported by foundations to provide an authoritative source of information on foundation and corporate giving. The Center's programs are designed to help grant seekers as they begin to select those funders which may be most interested in their projects from the over 34,000 active U.S. foundations. The Foundation Center offers a wide variety of services and comprehendsive collections of information on foundations and grants. They also publish reference books on foundation and corporate philanthropy, and disseminate information on grant making through a nationwide public service program. There are three kinds of publications: directories which describe specific funders, characterizing their program interests and providing fiscal and personnel data; grants indexes which list and classify by subject recent foundation and corporate awards; and guides, brochures, monographs, and bibliographies which introduce the reader to funding research, elements of proposal writing, and nonprofit management issues. The core collection includes some of the following national and local directories:

1993 Guide to Federal Funding for Education

Education Funding Research Counsel provide variety of information on grants for Vocational Education, Rehabilitation, Disadvantaged youth, Math Science, School Improvement, Bilingual Education, Adult Education, Native Americans, Disabilities, and Institutional Aid.

1993 Guide to Federal Funding for Governments and Nonprofit

Government Information Services provided information on grant resourses related to Health, Children, Child Care, Housing and Adult Literacy.

Foundation Directory 1 and 2

The Foundation Directory provides over 6,300 grant maker entries. It provides access to a powerful set of independent, corporate, and community foundations - those that hold at least $2 million in assets or give at least $200,000 in grants each year.

The National Directory of Corporate Giving

In its second edition the National Directory of Corporate Giving offers authoritative information on over 2,000 corporate philanthropic programs. It provides detailed portraits of 1,500 corporate foundations plus an additional 500 direct giving programs. Essential information on these corporate grant makers including application information, key personnel, types of support generally awarded, giving limitation, financial data, and purpose and activities statements.

The National Guide to Funding in Higher Education

This volume provides essential facts on over 3,650 foundations and corporate direct giving programs, each with a history of awarding grant dollars to higher education projects and institutions. Each year the grant makers award millions of dollars to colleges, universities, professional and technical schools.

Grant Guides

These are specific publications that let you research grant resources by subject area. Including those of interest to community college personnel such as Higher Education, Literacy, Reading and Adult Continuing Education, Libraries and Information Services, Minorities, Physically and Mentally Disables, Recreation Sports and Athletics, Scholarship, Student Aid and Loans, Sciewnce and Technology Programs, Social and Political Science Programs, Social Services, and Women and Girls.

Foundation Center publications may be ordered from the Foundation Center, 79 Fifth Ave., New York 10003-3050. However, the publications are expensive and are updated frequently, therefore;we suggest you visit your local Foundation Center. There are thousands of resourses available at your local Foundation Center and free assistance with individual projects is available. The following is a list of the Center's Library collection sites in California.

Ventura County Community Foundation
Community Resource Center
1355 Del Norte Road
Camarillo 93010 (805) 988-0196

California Community Foundation
Funding Information Center
606 S. Olive St., Suite 2400
Los Angeles 90014-1526 (213) 413-4042

Community Foundation for Monterey County
177 Van Buren
Monterey 93942 (408) 375-9712

Riverside Public Library
3581 7th Street
Riverside 92501 (714) 782-5201

California State Library
Reference Services, Rm. 301
914 Capitol Mall
Sacramento 94237-0001 (916) 654-0261

Nonprofit Resources Center
Sacramento Central Library
516 K St. Mall
Sacramento 95812-2036

San Diego Community Foundation
101 W. Broadway, Suite 1120
San Diego 92101 (619) 239-8815

Nonprofit Development Center
1762 Technology Dr., Suite 225
San Jose 95110 (408) 452-8181

Peninsula Community Foundation
1700 S. El Camino Real
San Mateo 94402-3049 (415) 358-9392

Volunteer Center Resource Library
1000 E. Santa Ana Blvd.
Santa Ana 92701 (714) 953-1655

Santa Barbara Public Library
40 East Anapamu
Santa Barbara 93101-1603 (805) 962-7653

Santa Monica Public Library
1343 Sixth Street
Santa Monica 90401-1603 (213) 458-8600

Section Five:

SUCCESS COMPONENTS

As explained elsewhere in this paper, the potential exists to focus current community college activities and functions on increasing student equity without allocating additional funds and without compromising current programs. The commitment to achieving student equity by affecting the success of students identified by local campus assessment processes will necessitate an individual and institutional approach to the issue of student success. This section serves as a survey discussion of possible activities and efforts to be addressed by faculty and the district as it is appropriate. Districts and faculty are encouraged to use and adapt tthese ideas to reflect local district concerns.

If local research identifies a particular need which has implications for a department or division, or the district as a whole, perhaps an institutional approach through curriculum or governance processes is in order. The strong urge to marginalize student equity efforts and continue with business as usual must be resisted.

INSTITUTIONAL EFFORTS

Assessment

Students should be offered access to tools designed to help them identify their attitudes, interest, values, personality types and abilities. Considerations of instructional style and learning style may be major factors in student success. Consequently, these same considerations necessitate attention at the time of placement and advisement.

Districts should have assessment centers which are centrally located and physically accessible. Hours of operation should center around times that all students including evening students can utilize the services. Counselors and faculty should have a working knowledge of the services available in order to make appropriate references, assignments, and curriculum decisions. Information regarding eligibility requirements and how to initiate the services should be available to all students and faculty. A philosophy of support and service should prevail and be evident in the day-to-day operations of the center. Appropriate reviews of the assessment center and services should be prepared in order to determine efficiency and effectiveness.

Institutional Commitment

An appreciation for, and sensitivity to, the diversity represented in the student body must be demonstrated, not just articulated. There should be a strong commitment to the success of the diverse student population as an integral part of the mission, goals, and objectives of the district. As a part of the mission, the commitment should be evident throughout the division, department, and individual day to day operations.

Inherent in this approach is the use of institutional planning processes and the concurrent linkage of the institutional financial resources. Curriculum, human resource, student service, staff development, budget and finance decisions all should be made with the primary indicator for the institution's accountability being student success instead of the historical driving factor, ADA.

Support for Non-Native English Speakers

An individual approach is required for non-native English-speaking students because they come with a diverse educational history. Some students have foreign degrees and long professional careers, while others are not literate in their native language. Like all students, the non native English-speaking students need to know how the community college system works and have ready access to information about classes, programs, services, processes for enrollment, petitioning for special requests, and obtaining permits for the use of facilities.

Outreach should be targeted to the demographic needs of the local population. If possible, the college should publish and distribute second language materials to homes and businesses in targeted neighborhoods. Providing these materials should encourage potential students to investigate and enroll in college programs.

Access for this special population could be increased by providing specific efforts to transition ESL students successfully from adult education programs. Due to the large population of students working multiple jobs and long hours, flexible course offerings on weekends, late evenings, and at convenient sites should be considered. Publishing the application and portions of the class schedule and college catalog in other languages is recommended, as well as providing bilingual taped telephone messages providing general information.

Orientation should include information which outlines programs and services specifically intended to support non-native English-speaking students. ESL students need information regarding specialized curriculum offerings, pre-collegiate basic skills courses, and programs in English as a Second Language. Audio tapes, videotapes and printed information in the student's first languages would be very helpful. Supportive orientation information specifically designed for the ESL student may include a description of the ESL program; telephone number, location, hours of operation of the ESL office; names, office numbers and telephone numbers of bilingual counselors, faculty and staff; information about appropriate clubs; and how to access these activities.

Assessment is required of all matriculating students. In the case of non-native English speakers, the colleges may provide modified or alternative measurement processes as necessary to accurately assess language ability. Colleges are prohibited from using any single assessment instrument, method or procedure by itself for placement. Instead, they must employ multiple measures. Appropriate multiple measures for advising ESL students will take into account the cultural linguistic differences between second language learners and other students at a college. The matriculation report notes that "In devising multiple measures for ESL students, colleges will need to examine each of the instruments for characteristics that could disproportionately influence its usefulness for assessing ESL students. Consistent efforts should be made to review and modify multiple measures in keeping with changes in the college's ESL population. Validation studies need specifically to address the effectiveness of such measures for advising ESL students."

Counseling and Advisement is required of all entering ESL students unless exempted by a college's matriculation policies. Caution is required in the area of ESL student advisement. Services must be based on the student's listening,

speaking, reading, and writing skills as determined by the college's assessment process and the student's educational goals. In providing this service, however, there is a danger in assuming that all skills are equal.

FACULTY EFFORTS

Learning Styles

Research indicates that people do not all learn in the same way. However, many teachers in higher education teach all of the students in the same way. Students are often required to receive information in a format and under conditions inconsistent with the style in which the student has the greatest opportunity to successfully learn. Faculty need to understand the concepts of learning styles and differentiate their effect on teaching and learning.

Presently, schools value and reward the development and utilization of one style over another. Concurrently the overall ideology and environment will work to reinforce behaviors and thought processes associated with that style.

A learning styles inventory of the student will enable faculty to accommodate the learning styles identified in the diagnoses. It will also enable the faculty member to refer the student to an area that may have available resources to help the student with techniques and strategies that will enable optimum performance if a learning/teaching style inconsistency exist. Faculty members are encouraged to examine the effect of their own learning styles on their teaching so that differences which exist in the students' style will not be assumed to be deficiencies.

There are many learning style inventories available for use in helping faculty and students identify the students' learning preference.

Classroom Assessment

Patricia Cross and Thomas Angelo developed an approach to facilitate ongoing assessment of teaching and learning within the classroom. The purpose of the classroom assessment is to improve student learning, especially in higher cognitive skills such as synthesis and evaluation, and to revitalize faculty engagement in their students' learning. There are approximately thirty different techniques for faculty to use which are simple to use and offer results which are easy to interpret.

Some research has indicated that the use of classroom assessment techniques have positively affected:

- teaching and learning
- students' communication skills and classroom participation
- faculty /student rapport
- teaching styles and methodology
- staff development emphasis
- curriculum
- campus climate
- student outcomes

Academic Mentoring

A sense of isolation may have a direct effect on the student's decision to voluntarily depart. This sense of isolation is described by Vincent Tinto as the outcome of the lack of interaction between the student and other members of the institution. A lack of human contact may cause the student to feel uncomfortable with the community or the college. This sense of separation influences their decision to leave (Tinto, 1988). Faculty have a significant influence on the academic life of the student. Consequently, the absence of faculty contact undermines student involvement in the learning process and thereby diminishes student growth (Tinto, 1988).

Faculty contact has been documented to exert a positive influence on retention. Mentoring can be seen as a structured way of achieving the faculty-student contact as mentioned in the *Center for Cooperate Education Initiatives: Higher Ground Mentor Update.* The update describes mentoring as "one-to-one learning relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them". Further, they say mentoring "has formal and informal aspects." What seems to cement mentoring relationship is its informal dimension, which gives greater significance to the contact between the two persons involved. The student must have respect for the mentor as a professional and as a human being who is living a life worthy of that respect. The mentor must care enough about the student to take time to teach, to show, to challenge, and to support the student.

The Academic Senate for California Community Colleges has developed a "Primer on Faculty Mentoring". This paper is designed to help faculty in local districts plan and implement faculty mentoring activities.

Faculty can be matched to students that meet predetermined criteria based on the institutional assessment, local resources, and probability of failure without intervention. Early alert systems in place may identify students who are at risk for dismissal or failure.

The objectives of the mentoring activity should be developed locally. Emphasis may be made regarding the support and service to students as a liaison between the students and the institution's administrative system. The development of "self-reliance" techniques for coping more effectively with academic and other demands of college life should be a part of the mentor activity as it is developed and tailored to the local district.

A rapport between the mentor and student which is characterized by open communication, responsibility, and motivation should be encouraged. The mentor and the student should be the major decision makers regarding the time and the duration of their interactions. There should be a locally determined method of briefing the student and faculty on factors which are likely to enhance a successful interaction.

Expectations, interest, and academic ambitions should be taken into consideration as the faculty / student matches are determined. Success may be enhanced if the student requests particular faculty members and the faculty member is aware that the student has chosen him/her based on the faculty member's experience, accomplishment, or academic preparation.

A counseling-centered, data-gathering, coordinating, resource-mobilizing component is likely to offer both the student and faculty member a central communication center. After the identification of a problem made possible by the mentor relationship, the faculty can refer the student to the counselor.

Methods of data gathering should be pre-determined based on the assessment and objectives. An annual report of persistence and success rates can be derived based on monthly faculty feedback forms designed to be completed in a very short time. Participation in the mentor relationship should be strictly voluntary with the understanding that once the student and the faculty member agree to participate, they should adhere to the general philosophy and guidelines of the activity. Guidelines may include information regarding suggested interactions, lengths of meetings, activities, and a mutual respect for commitments made.

Section Six:

FACULTY REWARDS

The basic emphasis of programs and projects should be to reward faculty for efforts to integrate cultural diversity into the curriculum, including efforts to address differences in learning styles. The primary goal would be to have faculty members address the content and delivery of their lessons. The goal of activities developed by faculty should be to enhance student access, retention, and success.

There should be special emphasis on programs that encourage, recognize and reward faculty who take additional courses in their discipline that emphasize the contributions or perspectives of women, ethnic/religious minorities, or non-western civilization. Faculty should also be rewarded for taking courses in teaching methodologies determined to be particularly effective with students from historically under represented groups in higher education.

Individual campus staff development programs may have some procedures in place that "reward teaching activities". The current programs can be tailored to reward faculty for participating in activities that increase student equity. Additional incentives for participation might include some of the following:

1. credit toward rank change
2. consideration of activities that increase student equity as part of basic teaching load
3. making activities that increase student equity a component for evaluation
4. providing a priority in scheduling of class hours, overload assignments and sabbaticals
5. flex day credit for workshop development and participation
6. reassigned time or stipends for mentoring activities
7. college foundation funds devoted to mini-grants for faculty projects that integrate cultural diversity into courses
8. an honorary dinner with tributes for outstanding service and projects that further student equity
9. the development of a departmental system of awards for the development of activities that increase student equity within disciplines

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

MEMORANDUM

February 3, 1993

To: Superintendents/Presidents
Chief Instructional Officers
Academic Senate Presidents
Chief Student Services Officers

From: David Mertes
Chancellor

Subject: Student Equity Policy Implementation Update

Synopsis: Student equity regulations endorsed by the Board of Governors last September may now be put into effect because the Department of Finance has recently concurred with the system's position that the regulations do not impose any new state-mandated costs. With this obstacle removed, staff is proceeding to file the regulations with the Secretary of State. It is anticipated they will become effective on or about March 5, 1993.

The purpose of this memorandum is to provide clarification concerning the revised implementation schedule necessitated by this delay. In addition, the memorandum provides general advice to districts to assist with implementation of these important regulations.

Because of the role of the Academic Senate, the Community College League of California, and other organizations in fostering student equity policy and regulations as a systemwide need, I continue to look to this same broadly based coalition to bring forward proposed structures and models in sufficient detail and cohesiveness to facilitate student equity planning and implementation by districts. Although some of these efforts are already under way, it will take time to complete, review, and distribute them. Consequently, the July 1, 1993, district plan completion due date specified in Title 5 is not now realistic and the following timeline has been established:

For 1993:

- By March 31 the college/district planning group(s) should be established, the planning schedule determined, and the review of existing program plans (e.g., EOP&S, VATEA, Matriculation, et al.) and data collection initiated.
- Approximately May 1 the student equity planning guide developed under the auspices of the Academic Senate and other available, relevant materials (see attached summary) will be distributed.
- July 1 is the due date for districts to submit to the Chancellor's Office a report on progress in planning for student equity.
- December 31 is the due date for submission of district student equity plans with goals and timelines and an executive summary.

For 1994:

- By July 1 a report will be made to the Board of Governors on an analysis of the district student equity plans submitted by the end of 1993.

- July 1 marks the beginning of the first academic year for which districts will be asked to evaluate and report progress toward student equity goals to the Chancellor's Office.

In adopting this policy, the Board of Governors anticipates that districts will review all of their current programs, services, funding, and planning procedures to determine how creative coordination by faculty and staff can achieve greater effectiveness and efficiencies to improve rates of student participation and success.

The system's student equity commitment is for districts (a) to attain [at a minimum] proportional representation of their service area in the access of students from historically underrepresented groups to the instruction and services provided by their colleges and (b) to maximize the rate of student success [retention and "completion"]. The latter goal appears to be the greater challenge, with uniform definition and measurement of what constitutes "completion" as a major need.

Because this effort encompasses all college functions and activities, I recommend that the entire plan development process established by each district be broadly representative of the community, students, staff, administration, and faculty. This should achieve not only quality planning, but comprehensive collaboration in achieving plan implementation.

This may all seem a bit daunting, but yet there are a number of recent precedents upon which to build and focus planning for student equity, i.e., plans for Transfer Centers, MIS, EOP&S, DSP&S, VATEA, Matriculation, financial aid and the evolving accountability model. With the possible exception of focused recruitment and defined student group goals, all of the constituent elements for student equity are encompassed by these programs/functions. For example, the seven components of Matriculation (admissions, orientation, assessment, counseling/advisement, student follow-up, research and evaluation, and coordination and training) are core elements for assisting students to identify and achieve their educational goals. With some fine-tuning and enhancements these prior planning efforts would seem to provide the blueprint for district student equity plans.

Additionally, Chancellor's Office staff is working with Coast CCD to provide 1990 census data on the ethnic composition of the adult population within a thirty-mile radius of each community college. Staff representing corresponding Chancellor's Office programs and services also have begun meeting to discuss strategies for greater internal coordination so as to improve our responsiveness to the system's proposals for student equity.

Action Requested: By March 31 please provide in writing the name of the person designated as your district's Student Equity contact to Ron Selge, Human Resources Unit, Suite 500 [(916) 327-6240].

Contact Person: Maria Sheehan, Vice Chancellor, Human Resources Division, Suite 600 [(916) 445-1606].

Attachments

California Community Colleges

STUDENT EQUITY STATEWIDE SUMMARY OF ACTIVITIES

Academic Senate - The Statewide Academic Senate is addressing Student Equity through the work of its Faculty and Staff Cultural Diversity Committee, chaired by Regina Stanback Stroud. Efforts are under way to develop a planning guide as a resource for districts.

Association of California Community College Administrators - The ACCCA Board has designated the issue of Student Equity as high priority to be addressed by its Management Development Commission. Robert Griffin, a Commission member, will assume the lead in development of a Student Equity resource paper.

Community College League of California - The League's publication titled, "Successful Recruitment and Retention Programs," was published earlier this year (Spring 1992) and is available from the League office.

Chancellor's Office - Staffing has been restructured and the responsibility for the agency-wide Student Equity effort has been administratively located in the Human Resources Division.

Chancellor's Task Force on Faculty and Staff Diversity and Development - The Task Force, the Chancellor's primary vehicle for policy input of diversity and equity matters, has been charged with developing recommendations on these issues for consideration by the Commission on Innovation. A document titled, "Access through Diversity," has been completed and is available upon request from Dr. Sheehan (916/445-1606).

Bonilla, James F. Beyond Faculty Workshops: Examining a Multi-Dimensional, Multi-Level Approach to Institutionalizing Multicultural Teaching. Unpublished paper presented at the Fifth Annual National Conference on Racial and Ethnic Relations in American Higher Education, San Francisco, California, 1992

This paper discusses the activities and components essential for the institutionalization of a multicultural teaching program. The multi-level approaches are discussed and include the the individual, college, campus levels. An extensive resource list which includes various articles and books related to teaching a diverse student population successfully.

Boyer, James B. Multi-cultural Instructional Inventory for Enhancing College-University Curriculum. Kansas State University, 1981.

This is an instructional inventory designed for instructors in Colleges, Universities, Vocational Schools, Technical Institutes, Community Colleges, Liberal Arts Schools, Professional Schools and other Post Secondary Institutions. It contains an extensive reference list which may be helpful in the development of a Student Equity Plan. The Inventory is available through the author at Kansas State University, Manhattan, Kansas 66506.

Brent-Armistead, E. Baily, J., Collins, H., Hunnicutt, V., Jones, R., Chin, W.H., The African American Achievement Program: A Comprehensive Three Year Report to the State Chancellors Office. San Francisco City College, June 1992

This is a report on one of the most significant projects funded by the State Chancellors Office. The project was designed to serve the needs of African American students. It addresses the variable of self esteem and positively influence to a significant degree, the number of African American Students successfully completing English IA.

The project was based on the value system, Nguzo Saba, an Afrocentric value system which included the principles of Umoja, (Unity), Kujichagulia (Self-Determination), Ujima (Collective Work and Responsibility), Ujamma (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), and Imani (Faith).

California Community Colleges Board of Governors Commitment to Quality: Educational Accountability for California Community Colleges, Unpublished report - agenda item, November 14, 15, 1992

This report is the annual report regarding the progress toward a legislative mandate for the Board of Governors to develop a comprehensive Community College educational and fiscal accountability system. It includes the background, program design, implementation cost, and proposed Chancellor's accountability program. The appendix C includes the statewide indicators. Because there is a consistency with the indicators included in the Student Equity regulations, these may prove particularly helpful in the development of the Student Equity Plan.

California Community College Chancellor's Office Programs and Practices that Facilitate the Transfer of Underrepresented Ethnic Minority Students. Unpublished report October 1989

This is a compilation of effective community college-based programs and practices that promote the transfer of ethnically underrepresented students from community colleges to four year institutions.

California Postsecondary Education Commission, Assessing Campus Climate: Feasibility of Developing an Educational Equity Assessment System. Sacramento, California, 1992

This is the second of at least two documents that the Commission expects to publish as a result of two confluent impetuses, Assembly Bill 4071 (Vasconcellos, 1988) and the Commission's own interest in examining and improving the qualitative aspect of educational equity. It contains five parts.

1. impetuses for the study and a description of its two phases.
2. statewide context
3. questions of process that institutions may wish to address in assessing their campus climate
4. specific issues of feasibility posed by AB 4017 /methodological issues
5. summaries and conclusions

(inside cover)

California Postsecondary Education Commission, Resource Guide for Assessing Campus Climate, Sacramento, California, 1992

This resource guide is designed for use by local districts in the development of campus climate assessment tools. "It is designed to facilitate institutional self-assessment of campus climate by centralizing the current information on the subject and minimizing the expenditure of resources involved in such self-assessment." (pp. 3) This report is available from the Publications Office of the Commission at (916) 324-4991 - CPEC third floor, 1020 Twelfth Street, Sacramento, CA 95814-3985

California Postsecondary Education Commission, Toward an Understanding of Campus Climate, Sacramento, California, 1990

This is the first of at least two documents that the Commission expects to publish as a result of two confluent impetuses, Assembly Bill 4071 (Vasconcellos, 1988) and the Commission's own interest in examining and improving the qualitative aspect of educational equity. It contains five parts:

1. impetuses for study and implementation
2. statewide context for studying campus climate
3. methodology
4. summaries of perceptions
5. conclusions

(inside cover) This report is available from the Publications Office of the Commission at (916) 324-4991 - CPEC third floor, 1020 Twelfth Street, Sacramento, CA 95814-3985

Community College League of California, Commission on Student Services and Instruction, Successful Recruitment and Retention Programs 1991

This report is a listing of programs designed to improve recruitment and retention. Included in the listing is the program site or college, contact person, target population, program description, and program outcomes. This listing is not all inclusive but may prove to be a helpful resource in the information gathering phase of developing local Student Equity Plans. For more information on this document, contact Cindra Smith, Director of Education Services, at the Community College League 2017 O Street, Sacramento, CA 95814 (916) 444-8641

Cuseo, Joseph (1992) Cooperative Learning: A Pedagogy for Diversity in Cooperative Learning and College Teaching, 3, No. 1, 2-6.

This article discusses the diversity of the student population in Higher Education, a synthesis of the demographic trend, and an illustration on how Cooperative Learning (CL) can serve as an effective pedagogy for enhancing the college achievement and retention of the diverse student population. Various student group "types" are individually addressed including commuter students, part-time students, female students, African-American, Hispanic-American, Native American, Asian-American, and International students.

Mount Saint Mary's College, Los Angeles, California. Access and Persistence: An Educational Program Model. 1992

This monograph explains how and why Mount Saint Mary's College successfully educates a student body that, in its alternative access program, is 90% ethnic minority and 100% underprepared for college study. It also contains descriptions of the elements key to the success of alternative access program. This is a model you can adapt to your own campus. Copies of this monograph are available from Prism Publishing, Mount St. Mary's College, 12001 Chalon Rd., Los Angeles, CA 90049

Obler, Susan. Slark, Julie. Umbdenstock, Linda "Classroom Assessment: Changing the Culture of Teaching and Learning" chapter for Trudy Banta, Editor. Are we making a Difference? San Francisco Jossey - Bass Publishers, Inc., (in press, expected Fall, 1993).

This chapter discusses classroom based research (classroom assessment) and its implications in active learning. There is a discussion of the implications for change in the institution, faculty, campus climate, and system. It contains an extensive classroom assessment reference list.

Pope-Davis, D. B., Ottavi, T. M., (1992) The Influence of White Racial Identity Attitudes on Racism among Faculty Members: A Preliminary Examination. Journal of College Student Development, 33, 389-394

Richardson, R. Mathews, D., & Finney, J. Improving State and Campus Environments for Quality and Diversity: A Self-Assessment Education Commission of the States, Denver, CO. June 1992

This is a guide which provides information needed for the development of plans aimed at improving the learning environment of a diverse student population. It is divided into three sections.

1. self-assessment, key terms, conceptual framework
2. sets of questions that state and campus officials can use to collect and organize information regarding the impact of state policies and practices on campus efforts to improve quality and diversity
3. sets of questions provided to help campus leaders collect and organize information about the impact of campus policies and practices on the learning environment

(pp. 1).

Steele, Claudia M. (1992) Race and the Schooling of Black Americans The Atlantic Monthly, April, 68-78.

This article discusses the effect of devaluing the work and performance of African-American students. It introduces the elements of "Wiseness" as a corrective approach to the assertion that "...school is simply the place where, more concertedly, persistently, and authoritatively than anywhere else in society, [black students] learn how little valued they are".

Tinto, Vincent (1988) The Principles of Effective Retention, Unpublished paper prepared for presentation at the Learning Assessment Retention Consortium of California

This paper discusses the factors which positively affect student retention. The character of student attrition and the forms of behavior which characterizes student departure are included. This emphasized the need for institutions to take the necessary beginning step of assessment in the formulation of effective retention programs. Dr. Tinto is a Professor of Sociology and Education at the School of Education of Syracuse University.

APPENDIX A

September Board of Governors Agenda Item

Subchapter 4 (commencing with Section 54220) is added to Division 6 of Title 5 of the *California Code of Regulations* to read:

Subchapter 4. Student Equity

54220. Student Equity Plans.

(a) In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1993, a student equity plan which includes for each college in the district:

(1) Campus-based research as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective;

(2) Goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer; for each of the historically underrepresented groups as appropriate;

(3) Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs;

(4) Sources of funds for the activities in the plan;

(5) Schedule and process for evaluation; and

(6) An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b) These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community who can articulate the perspective and concerns of the historically underrepresented groups.

(c) The Board-adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d) Definitions. For purposes of this section the following definitions will apply:

(1) Historically Underrepresented Group. "Historically underrepresented group" means any group for which the percentage of persons from that group who enroll and complete their educational goals is now, and historically has been, significantly lower than the percentage that members of that group represent in the adult population of the state. The Board of Governors has determined that, on a statewide basis, ethnic minorities, women, and persons with disabilities are historically underrepresented groups.

(2) Ethnic Minorities. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks and Hispanics. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 66010.2, 66010.7, 66030, and 70901, Education Code.

APPENDIX B

Guidelines for the Development of Student Equity Plan Definitions

The Board of Governors recognizes that the development of effective student equity plans depends on the use of commonly accepted definitions of indicators that are consistent with the Chancellor's Office Management Information System, the Matriculation Program research requirements, the Accountability Indicators Report required by AB 1725, the National Higher Education Goals Process, the Student Right to Know and Campus Security Act, and the Carl D. Perkins Vocational and Applied Technology Education Act reporting requirements. Until such time as the Board adopts such definitions, it recommends consideration of the following definitions.

It is intended that the indicators listed below be developed for the overall district, and for age, gender, ethnicity, and disability groups of students as they are defined in the Chancellor's Office Management Information System. Districts should strive to make the indicators useful by validating and analyzing the indicators along with other local measures of program effectiveness, including the satisfaction of all stakeholders (faculty, administrators, students, and trustees).

Recommended Student Equity Indicators

1. *Access.* Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

2. *Course completion.* The ratio of the number of courses that students actually complete by the end of the term to the number of courses in which students are enrolled on the census day of the term.

3. *Degree and certificate completion.* The ratio of the number of students who receive a degree or certificate to the number of students with the same informed matriculation goal.

4. *ESL and basic skills completion.* The ratio of the number of students who complete a degree-applicable course after having completed the final ESL or basic skills course.

5. *Transfer rate.** The ratio of the number of new students who earn six or more transferable units during their first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years.

*Definition endorsed by the Intersegmental Coordinating Council.